

This is your life, Roald Dahl

A proposal for a drama lesson based on Dahl's *Boy*

Class Profile & Teaching Context

The following lesson plan will be done with the students of 1st year CSE A once they have finished reading Dahl's *Boy*. They are in the Bilingual Section and therefore this lesson plan has been designed following the guidelines from the Advanced English Curriculum set by Madrid Council of Education (Order 2154 of 20th April 2010). There are twelve students in the group and all come from nearby bilingual Primary schools. Two students have passed the Cambridge PET exam (B1 level in the CELFR). The remaining students have passed the Cambridge KET exam (A2 level in the CELFR).

The IES Clara Campoamor is situated in Móstoles, a lower-middle class town twenty kilometres south of Madrid. There are no immigrant students in the group unlike the situation in the other 1st year CSE groups in the school.

Regarding resources, the group has access to a classroom equipped with an interactive whiteboard and Internet access. The English section at the school is still limited but we are doing great efforts to increase the quantity and quality of authentic reading materials thanks to new acquisitions and the subscription to several magazines published by Mary Glasgow. A Fullbright language assistant is also working with the group twice a week.

<http://www.youtube.com/watch?v=FWOpE-GyXvI>

General Lesson Aims

Group	Length	General Aims
1st year G <i>Hopefully, other groups will also participate in the planned activities. This will involve further coordination with their teachers.</i>	50 minutes	Based on the reading of Dahl's <i>Boy</i> and further research work done on his life, students will stage a special biographical television documentary in which an adult Roald Dahl will meet some of his relatives and former classmates, teachers and other people who were important for him during his school day. Through this activity they will demonstrate their comprehension of the reading done.

1st year of CSE Advanced English Curriculum Objectives:

Our lesson plan will focus on the following objectives:

– To understand general and specific information from oral texts that unfold in different situations.

The students will understand the general and specific information exchanged among the TV presenter, the adult Dahl and the guests (all the characters will be played by the students themselves)

– To express oneself, orally, in everyday situations in a manner that is understood and autonomous.

The students will contribute to the discussion of everyday situations recalled by any of the participants in the show. They will be able to express their feelings and impressions in an autonomous way.

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End of course assignment – Jaime García Solana

- To use, correctly, aspects which make up the language, phonetics, lexeme, structures and functions, in different communicative contexts.

The students will strive to use English appropriately, paying special attention to language functions and their pronunciation and accuracy. They will be required to switch between formal and informal registers depending on whom they are talking to.

- To use different learning strategies and all the means in one's reach, especially ICT, to obtain, select and present information both orally and in the written form.

The students will use ICT and their study notes, spider webs, mind maps, etc. done during the reading of Boy to select and prepare their participation in the biographical documentary either as the presenter, a guest or as a member of the audience.

Lesson procedure

In previous lessons students will have been shown an episode of the American version of [*This is your Life*](#) and using this as a model they will have prepared a script for our new biographical documentary on Roald Dahl. Among other preparations done in class our students will have written a letter inviting to Mr Roald Dahl to our classroom to discuss his career as a writer and explaining to him why they have liked reading *Boy*.

Our students will have also used their study notes, mind maps, and any other graphic organizers they might have used to select key moments in Dahl's childhood and school days and then to decide whom they would like to invite to recall those moments in the studio. Then they will prepare a list of guests (involving letters of invitation, acceptance and/or even rejection), topics to discuss and additional questions involving the use of reference materials or ICT.

As for crosscurricular links, we will ask the Art and Technology teachers (who also teach their subject in English) for help in setting the Assembly Hall. This will involve preparing the set and the technical equipment, since we plan to film the documentary. Since we will be staging the documentary in front of an audience (other students from 1st year and older students in 'Ampliación de Inglés: comprensión y expresión oral'), students will be asked to speak clearly and to use visual support (pictures, short clips or even posters with some of the books written by Roald Dahl and their film versions).

Time	Teacher Activity	Pupil Activity	Expected outcomes
0-2	Teacher explains to the audience the programme they are going to watch: a biographical documentary on the early life and school days of a famous children's writer: Roald Dahl. Teacher points at the posters displaying the covers of some of Dahl's most famous books and film versions.	Students activate their background knowledge on: - TV programmes - childhood and school memories (most of them are in their 1st year at Secondary school) - Roald Dahl and children's books	To activate background knowledge To create an appropriate environment for the following activities To create interest in the coming programme To facilitate comprehension to students in the audience

Time	Teacher Activity	Pupil Activity	Expected outcomes
2- 35	Teacher watches pupil performance and takes notes using an assessment rubric on pupil performance and involvement in the planned activity.	The students interact following the cues of the TV presenter (a student) and react to the clips, pictures and posters. <i>Students in the audience listen actively and write down questions for the adult Dahl and the programme guests.</i>	To understand general and specific information from oral texts. To express oneself, orally, in everyday situations in a manner that is understood and autonomous. To use, correctly, aspects which make up the language, especially phonetics, structures and functions. communicative contexts. To use ICT, to present information orally
35-45	Teacher invites questions from the students in the audience or elicit their feeling on some of the most controversial topic raised in Dahl's autobiography, i.e. boarding schools and caning.	Students ask questions to clarify meaning. Students express their opinions on controversial topics such as boarding school and caning. Pupils listen actively and interact with students in the audience expressing their opinions as the assigned characters.	To understand general and specific information from oral texts. To express oneself, orally, in everyday situations in a manner that is understood and autonomous. To use, correctly, aspects which make up the language, especially phonetics, structures and functions in communicative contexts. To link new knowledge to student previous knowledge and personal experiences To adopt a more critical approach to personal experiences.
45-50	Teacher invites feedback from the students in the audience regarding the programme and the pupils performance. Teacher fills in an assessment rubric on pupil performance.	Students receive feedback and reflect on their own learning. This process will have a follow up in the next lesson, during which pupils will share their experiences giving and receiving feedback from their peers and the assessment rubric filled in by the teacher.	To use self-evaluation strategies and when speaking. To accept errors as a part of the learning process and acquiring a positive attitude when faced with errors. To show an interest in improving one's own learning and making the most of the opportunities in the classroom and out of it. To promote student self-confidence and initiative to express oneself in public.

Resources & Materials

We will have used the book *Boy* by Roald Dahl and the following reference materials to prepare the biographical television documentary:

- <http://www.roalddahl.com>: Apart from the biography, the website also includes photos from Dahls' photo album and an interview with Dahl himself conducted in 1988 by journalist Todd McCormack.

- http://openlibrary.org/authors/OL34184A/Roald_Dahl: Books by Roald Dahl available at the Open Library.
- http://en.wikipedia.org/wiki/Roald_Dahl: Basic info on Dahl (students should be told to use the information cautiously and double check it in printed reference works)
- <http://www.mediacollege.com/journalism/interviews/questions.html>: The basics before any conducting any interview
- <http://glogsteredu.edu.glogster.com>: Students will prepare their poster for the programme and include interactive links
- <http://www.youtube.com/watch?v=FWOpE-GyXvI>: Here students will have seen a model of interview in the American version of the biographical television documentary *This is your life*.
- <http://www.text2mindmap.com>: An online resource which enables students to create their own map

We will also need stationary material to make the set, props for the adult Dahl, the TV presenter and the guests, and technical equipment such a video cam, microphones, lights, etc. Once recorded, the programme will be uploaded on the Youtube channel of the school and referred to through the school blog, Facebook page and twitter account. Parents have already given their permission for the online publishing of their children's school public activities.

Evaluation criteria

The evaluation criteria we have planned to use in this lesson are the following:

- #1 To identify and understand the general idea and the most specific information regarding varied communicative situations.
- #2 To express oneself orally, participating in conversations and in role plays on topics of everyday life situations; to initiate, maintain and conclude communicative exchanges efficiently.
- #3 To identify the general idea and select specific information from literary and non literary texts suitable to their age; to do this with the aid of textual and non textual features on a variety of themes.
- #4 To use, with guidance, some of the more formal aspects of the English language (morphology, syntax and phonology), in different communicative situations.
- #5 To use, with guidance, ICT to find and select information in literary texts and from diverse sources in English; to do the latter in order to produce written texts and to establish personal relationships.
- #6 To identify some cultural and geo-political features characteristic of English speaking countries which are explicitly evident in the texts the students are working with.
- #7 To express an opinion on one's own reading and group readings on a literary work or a fragment of that work in English and suitable to their age. To be able to relate the content to one's own life experiences and the student's historical and cultural context.

I have prepared an assessment rubric which reflects the abovementioned criteria. The rubric will be handed in to the students well before they take part in the planned activities and hopefully it will help them to plan and monitor their learning knowing how they will be assessed:

Evaluation criteria	4	3	2	1
To identify, understand and transmit the key features of the assigned character (as presented in <i>Boy</i> or as a TV presenter) and to react accordingly during the performance <i>Evaluation criteria #1, #2 & #3</i>	Not only identifies and transmits the features of the character, but his/her performance reflects the nature of the character accurately in unpredicted events.	Identifies and transmits the nature most of the features of the character but the rendering in unexpected situations does not match the nature of the character.	Identifies some of the features of the assigned character but pupil impersonation of the character is fairly poor during all the performance.	Does not identify the key features of the assigned character. Does not try to impersonate the character.
To use, with guidance, some of the more formal aspects of the English language (morphology, syntax and phonology), in different communicative situations. <i>Evaluation criterion #4</i>	Speaks clearly and distinctly all (100-95%) the time, and mispronounces a few words (no more than 3). Uses accurate structures and appropriate vocabulary (included in <i>Boy</i> or acquired during the previous sessions).	Speaks clearly and distinctly all (95%) the time, and mispronounces a few words (no more than 6). Uses grammatical structures mostly correctly but fails to incorporate more than 2 or specific vocabulary items (included in <i>Boy</i> acquired during the previous sessions).	Speaks clearly and distinctly most (94-85%) of the time. Often mispronounces unknown words. Inappropriate use of several common grammatical structures and lacks to incorporate vocabulary items acquired during the previous sessions. Problems in finding the exact word to describe an event or to give and justify opinions	Often mumbles or can not be understood. Serious and repeated mispronunciation of frequently used words. Serious grammatical mistakes and lack of vocabulary to describe an event and express, give or justify opinion
To use, with guidance, ICT to find and select information in literary texts and from diverse sources in English. <i>Evaluation criterion #5</i>	Is completely prepared and has obviously used <i>Boy</i> and other suggested resources to prepare performance.	Seems pretty prepared but might have used other resources apart from <i>Boy</i> and study notes to prepare performance.	Is somewhat prepared, but has not done any research to prepare performance.	Does not seem at all prepared to present. Has not done any research or used study notes to prepare performance
To identify some cultural and geo-political features characteristic of English speaking countries which are explicitly evident in the texts the students are working with. <i>Evaluation criterion #6</i>	Performance reflects student comprehension of all cultural elements evident in <i>Boy</i> and incorporates them into the public discussion	Performance reflects student comprehension of most cultural elements evident in <i>Boy</i> and tries to incorporate one or two into the public discussion	Performance reflects student comprehension of some of the cultural elements evident in <i>Boy</i> but fails to incorporate them into the public discussion	Performance does not reflect student comprehension of any cultural elements evident in <i>Boy</i> and does not incorporate any into the public discussion
To express an opinion on one's own reading and group readings on a literary work or a fragment of that work in English and suitable to their age. To be able to relate the content to one's own life experiences and the student's historical and cultural context. <i>Evaluation criterion #7</i>	Expresses and justifies his/her opinion on <i>Boy</i> and is able to relate the content to his/ her own life experiences in interesting ways.	Expresses his/her opinion on <i>Boy</i> without giving very convincing reasons and is able to relate the content to his/ her own life in predictable ways.	Expresses his/her opinion on <i>Boy</i> without giving any reasons but is unable to relate the content to his/ her own life even in predictable ways.	Is unable to express his/her opinion on <i>Boy</i> or to relate the content to his/ her own life even in predictable ways.

Following Council of Madrid guidelines in the Advanced English Curriculum, we deem self evaluation essential and thus we have planned to include opportunities for it at the end of the planned activities (during the next session due to time constraints). Thus, pupils will reflect on their impressions and the feedback obtained from their peers and the assessment rubric filled in by the teacher.